

## Davie County Non-Profit Agency Funding

SECTION 1. Provide your agency's mission and goals/objectives (include as many goals/objectives as you need or feel is appropriate).

<b>Mission:</b>	To provide affordable, quality child development services to children, their families and the community through early learning, structured and nurturing environments.
<b>Goals/Objectives:</b>	1. Programs will be enhanced and expanding causing the children we serve to develop better cognitive, language, and social skills.
	2. Structural features of the child care environment will be improved through child-staff ratios and teacher qualifications which impact the quality of care children receive.
	3. Interactive features such as caregiver-child communication, caregiver warmth and responsiveness and quantity and quality of activities designed to stimulate children's development.
	4. Programs and services will be enhanced to be more responsive and appropriate to each family's developmental, ethnic, cultural, and linguistic heritage and experience.

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## SECTION 2. Requested grant funds from Davie County

<b>Davie County Funds Requested:</b>	\$ 70,000.00
<b>Is this new funding or continued funding:</b> (Check one box)	<input checked="" type="checkbox"/> Continued/Renewal Funding <input type="checkbox"/> New Funding (no funding last fiscal year)
<b>Is this funding for specific programs or entire agency:</b> (Check one box)	<input checked="" type="checkbox"/> Entire Agency <input type="checkbox"/> Specific Program
<b>If funding is for a program, list here:</b>	

### Breakdown of Davie County Expenditures

Expense Categories	6 mos. 12/31/12		Projected 2013		Budget 2014	
	\$	FTE's	\$	FTE's	\$	FTE's
Payroll & Benefits	134,897	10.0	280,000	10.00	360,000	12.00
Operational Expenses	12,150		32,000		40,000	
Rent & Occupancy	11,277		22,000		26,000	
Food Related Expenses	25,488		51,000		65,000	
Administrative Expenses	1,844		4,000		10,000	
Program Support	12,000		29,000		36,000	
<b>Total</b>	<u>197,656</u>		<u>418,000</u>		<u>537,000</u>	

Average Monthly Enrollment	Current- 35	45	Projected - 60
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Revenue Categories	\$	\$	\$
Program Fees	36,794	85,000	110,000
School Food Service	14,667	34,000	45,000
<b>Local (2010-2011 Request)</b>	<b>32,500</b>	<b>65,000</b>	<b>70,000</b>
Other Grants & Program Fees	4,892	9,000	12,000
State/Social Services	108,803	225,000	300,000
<b>Total</b>	<u>197,656</u>	<u>418,000</u>	<u>537,000</u>

## Davie County Non-Profit Agency Funding

SECTION 3. List all Board Members and their affiliation or company (Community Member or Volunteer may be used for those not representing an employer or another agency in the community). If it is easier, an attachment with this information will suffice.

[illegible]

## Board of Directors Officers 2011-2012

<b>Name</b>	<b>Position</b>	<b>Company</b>
<b>Dr. Charlie Shaw</b>	Chair	Wake Forest Baptist Health
<b>Steven Norris</b>	Vice Chair	OutsourceIT
<b>Dr. Manderline Scales</b>	Secretary	Forsyth County Community Advocate
<b>Gordon Skeeters</b>	Treasurer	The Phoenix Company
<b>Dr. Kenneth Simington</b>	Vice Treasurer	WSFCS- Assistant Superintendent
<b>Ne'Kecha Pellam-Brabham</b>	Public Relations Committee Chair	
<b>Matt Ankerson</b>		Hatch, Inc. Director Human Resources
<b>Deborah Barr Cloud</b>		Community Parent Representative
<b>Lillian Cockerham</b>		Davie County Community Advocate
<b>Katura Jackson</b>		Work Family Resource Center – Executive Director
<b>Mrs. Joycelyn Johnson</b>		Wake Forest Baptist Health - Community Outreach Coordinator
<b>Rev. C. Anthony Jones, Jr.</b>		United Cornerstone Missionary Baptist Church
<b>Dr. Melicia Whitt Glover</b>		Gramercy Research Group – President/CEO
<b>Dr. Ellen Wenner</b>		Forsyth Tech Community College - Department Chair, Early Child, Human Services Technology
<b>Joyce McAdams</b>		US Airways
<b>Joann Smart</b>		Forsyth County Community Advocate

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SECTION 4. Please answer the following questions related to the purpose of the requested grant. (Use as much/little space as you feel is necessary)

A. Explain the purpose of this grant (statement of need). What is the need in Davie County?

## **THE PROBLEM, NEED OR ISSUE**

### **High Quality Childhood Education**

Northwest Child Development Centers, Inc. is committed to providing affordable, quality child development services to young children, their families and the community through early learning, structured and nurturing environments. We work together to encourage and enable agencies, employers and parents to have accessible, economical and secure child care and development through managed facilities.

#### **Vision**

Our vision is to provide a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff and communities it serves.

The growing concern of quality childhood education opportunities and its relation to success in school and life is on the front burner in our community. The earliest years of our lives are crucial in many ways, including how they set us on paths leading toward--or away from-- being productive citizens. Family income, education, and neighborhood resources and other social and economic factors affect us at every stage of life, but the effects on young children are particularly dramatic. While all parents want the best for their children, not all parents have the same resources to help their children grow up healthy and have equal education opportunities. Parents' education and income levels can create--or limit--opportunities to provide their children with nurturing and stimulating environments and to adopt healthy behaviors for their children to model. These opportunities and obstacles, along with their health impacts, accumulate over time and can be transmitted across generations as children grow up and become parents themselves.

As noted in the Robert Wood Johnson Foundation report, a large body of evidence now ties experiences in early childhood with education throughout life. Strong evidence also demonstrates that it is possible to turn vicious cycles into paths to success in life and school, by intervening early. Although effects of early childhood interventions are greatest for children who are at greatest social and economic disadvantage, children in families of all socioeconomic levels experience benefits from early childhood programs that translate into improved development. Because of this NWCDC feels that our entire community is affected especially by the children who can not attend quality early childhood programs.

Because children's readiness to learn is so strongly associated with future school performance, children who enter kindergarten less ready than their peers are unlikely to ever close the achievement gap. School readiness encompasses five dimensions: physical well-being and motor development, social and emotional development, language usage, cognition, and general knowledge. Research has found that upon starting kindergarten, children who participated in high quality, model preschool programs were significantly more advanced in key areas of development than those who were in parental or informal care. The key areas were language, literacy and reasoning skills, and children's

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concepts and understanding of the world around them. Former preschool participants were more eager to learn and try new things and less likely to be retained in a grade or placed in a special education class.

Most of the U.S. research on the impact of Early Childhood Education and Care on school readiness has highlighted two small-scale, random-assignments, experimental model programs: the High/Scope Perry Preschool Program and the Carolina Abecedarian Study. These studies found that high quality early childhood education can have large and significant effects on school readiness, producing both short- and long-term cognitive and academic benefits for children from disadvantaged backgrounds, and that the positive effects are disproportionately larger for disadvantaged children. A second focus has been on Head Start, the large scale compensatory education program now serving, primarily, 3- to 4-year-olds, which was designed to remedy the deficiencies disadvantaged children face when they start school. Studies of this program found that participation brings short-term benefits to children's cognitive and socio-emotional development. Because of this we feel that all that participates in our centers will be better prepared for school.

Leading economists conclude that investments in young children may be the best way to stimulate economic growth, with investments in young children's social and emotional development being the most productive of these investments. The science base for these conclusions comes from two independent streams of research: neuroscience and developmental psychology research indicating the impact of early experiences and environments on later learning and health; and longitudinal studies of the economic impact of early supports for low-income families with young children. Programs that have had the greatest impact are those that include high-quality child care (Four and Five Star Rate Centers) that establish a foundation for social/emotional skills in individual children while providing economic and social supports for their families.

As stated earlier School readiness encompasses five dimensions: physical well-being and motor development, social and emotional development, language usage, cognition, and general knowledge. Research has found that on starting kindergarten, children who participated in high quality, model preschool programs were significantly more advanced in key areas of development than those who were in parental or informal care. The key areas were language, literacy and reasoning skills, and children's concepts and understanding of the world around them. Because of this we can conclude that those children not receiving high quality early child development care are less likely to be as successful as those that did. Again research has shown that former preschool participants were more eager to learn and try new things and less likely to be retained in a grade or placed in a special education class than their counterparts.

The number of "at risk" families in the area living in conditions that relate to poverty and/or school failure is still alarmingly high. The Cohort Graduation Rate was reported to the State Board of Education in 2012 and stated that 83% of 9<sup>th</sup> grade students in 2008-09 graduated, therefore improving the high school dropout rate for this area to 17%. This is a large improvement for Davie County and we feel that as more children receive early education opportunities that this trend will continue. Information provided by childcare services states approximately 1,672 children under six in Davie County live in families where their sole parent or both parents are working. The need for child care is critical to the economic viability of these families. In December 2011, the county served 268 different children with child care subsidy and had 67 eligible children on the waiting list for subsidy since the state budget reduced funding for this program.

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### Demographic Snapshot

ITEM	FORSYTH	STOKES	DAVIE
Population 2011	354,952	47,242	41,552
Pop. Increase 2010-2011	1.2%	-.3%	1.0%
Pop. Age 0-5	6.8%	5.1%	5.5%
Language other than English	13.6%	3.6%	6.7%
Hispanic origin	12.2%	2.8%	6.4%
Below Poverty 2007-2011	16.3%	14.3%	12.3%

### Early Literacy Development

The National Drop Out Prevention Council states that the traditional approach to assisting children who are having difficulty learning to read must wait until they were developmentally ready to read (Pinnell, DeFord, & Lyons, 1988). Children with inadequate reading skills were retained or participated in pullout programs (Donley, Baenen, Hundley, 1993). Researchers now believe that it is better to intervene early and provide the necessary services to prevent students from developing a pattern of failure. The fundamentals for being a good reader, cognitive and language skills are learned before children reach school age. It is essential for parents and early caregivers to read daily to babies and toddlers. Young children who are regularly read to have a larger vocabulary, higher levels of phonological, letter name, and sound awareness, and better success at decoding words. (Burgess, S. R., Hecht, S. A. , & Lonigan, C. J. 2002). The number of words in a child's vocabulary can be an important indicator of later academic success. Children's vocabulary use at age three is a strong predictor of language skill and reading comprehension at age 9-10. (Hart, B., & Risley, T. 1995). Further, vocabulary use in first grade can predict more than 30 percent of eleventh-grade reading comprehension. (Biemiller, A. 2001 & 2006). The percentage of young children who are read aloud to every day by a family member has shown little change between 1993 and 2007. In 2007, 55 percent of three- to five-year-old children (who had not yet entered kindergarten) were read to every day, compared with 53 percent in 1993. (Childs Trend Data Bank). The community can also play a role in children's literacy. Summer reading programs benefit all children, but especially poor children, by preventing the decrease of reading skills and promoting the joy of reading (Alexander & Entwisle, 1996).

Northwest Child Development Centers is committed to bridging the gap between the classroom and the community. It is through community initiatives that the organization will work with non-profit organizations, for-profit businesses as well as colleges and universities to ensure the intensive assistance needed is given to guard against high school dropout.

NDOPC states that the expected benefits are fairly obvious. Literacy is vital for the workforce. Literate workers make more money and can support themselves. It could be postulated that the prison population would decrease because more people would qualify for jobs. It could also be expected that there would be fewer dropouts because more students would have successful school experiences.

The greatest factor is that at-risk children are in critical need of effective instruction in the early years in order to develop effective reading and writing skills. NWCDC seeks to fill this need by continuing and enhancing programs which include:

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- A book-rich literate environment;
- Teacher read-alouds;
- Students reading aloud to others;
- Shared reading;
- Phonological awareness instruction;
- Phonics instruction;
- Reading comprehension strategy instruction;
- Writing strategy instruction;
- Variety of reading and writing activities; and
- Time for reading and writing.



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## School-Community Collaboration

One of the most vital factors in dropout prevention and successful early childhood education is school-community collaboration. School-community Collaboration occurs when groups or agencies come together to establish an educative community. NDOPC identifies the educative community as being composed of a multitude of educating entities such as school, home, places of worship, the media, museums, libraries, community agencies, and businesses. NWCDC agrees with their statement that everyone in the community is accountable for the quality of education.

While the childcare facility is often left to bare the greatest burden, studies show that volunteers and funding are two major ways that communities support their schools. NWCDC is dedicated to building community partnerships which will serve as critical gateways to the child's educational success. It is necessary for the parent, education provider and community to work together to ensure consistent and continued educational success as well as to prevent high school dropout.

### B. Describe your targeted demographic.

NWCDC is committed to the goals and objectives of this project and we will know that our outcomes have been achieved when each of our students are able to receive training and education beyond the normal classroom requirements. More than 75% of the children and families served through our organization are at or below poverty level. Because of this, many of the parents in the centers cannot provide the additional financial and other support necessary to ensure their child's early development is augmented beyond their in class experience.

### C. State the specific accomplishments which the program is proposing to achieve for the next fiscal year (FY 2014) (Should be measurable and related to Purpose and Goals/Objectives. Provide Outcome/Performance Measures and Output Data).

1. To enhance in classroom instruction by increasing by 25% the number of volunteers who go into the centers to read and share with children.
2. To expand in classroom cultural and artistic activities by increasing the number of individuals/entities from the community who share within the classroom or school by 25%.
3. To develop collaborations with at least one of the following entities (for a total minimum of five) to provide direct or indirect support to children, their families, teachers or the organization: corporation, college or university, community agency, business, place of worship.
4. Maintain & improve the license star ratings for the child development centers.
5. Improve teacher education and increase teacher certifications.
6. Offer additional scholarships to parents of children that can not afford to place their child(ren) in 4/5 star facilities.
7. Increase enrollment of Hispanic children in our programs by 10%

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D. State the specific accomplishments which the program **actually achieved in the prior fiscal year** (FY 2013) (Should be measurable and related to Purpose and Goals/Objectives. Provide Outcome/Performance Measures and Output Data).

- Increase volunteers activities with center.
- Expanded partnership with Goler CDC & Davie Construction to start plans for Mudpies Downtown East.
- Expanded partnership with Hatch, Inc. still ongoing (new electronic sign in system at MudPies ).
- MudPies Coliseum, King& Mocksville received State highest rating of 5 STARS, MudPies Bolton & Downtown received the second highest rating 4 STARS.
- Teachers have received SIDS, CPR, First aid, and CACFP training during the course of the year.
- Working with staff of WSSU and Forsyth Tech College to assistant center staff with education and training hours
- Re-opened Coliseum location June 2012-5 star center
- HATCH donation of Smart Boards and iSmart Computers
- W-S Foundation Technology Grant to allow us to employ Technology Education Specialist
- Kate B. Reynolds Grant for MPDTE
- Added NC Pre-K classroom to MudPies-Downtown and Coliseum with enhancement funds from State and grant from KB Reynolds.
- Partnerships formed with Kaplan Early Learning Company, Brown Funeral Home, Goler Memorial Church, Gramercy Research Company and Truliant Federal Credit Union
- Partnership with Work Family Resource Center (WFRC) – resources and referrals for all centers
- Continue the North Carolina PreK program with 7 children at Mudpies Mocksville.
- All centers participating in Kids Eat Smart Move More program thru CACFP

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- E. Please describe the Action Plan related to the program/agency that will receive Davie County funding.

Northwest Child Development Centers will continue to implement the strategic plan as written. This is a three year on-going plan was re-evaluated last year and updated by the board of directors and management. NWCDC will use this tool to continue evaluating our progress on meeting the objectives and goals of the organization.

- F. Explain how your agency/program will utilize Davie County funds.

While Northwest Child Development Centers, Inc. has a long history of providing quality childcare in various communities, it is imperative that the organization enhances and expands programs and services which will work to prevent high school dropout. Funding through the county will allow the organization to serve children and their families in an increased capacity making a difference in the child, the family as well as the broader community. This project will address three key components identified by The National Dropout Prevention Council which are essential: high quality childhood education, early literacy development, and school-community collaboration.

### **Davie County Non-Profit Agency Funding**

G. Check which line-item expenditures will be used for County funds (can be more than one – if funding is used for general support then check only the general support box). If the Davie County Board of Commissioners approves funding for your agency then the contractual agreement will include this information.

<input checked="" type="checkbox"/>	Personnel/Staff Expenses
<input checked="" type="checkbox"/>	Utility or Facility Expenses
<input checked="" type="checkbox"/>	Program Related Service Expenses
<input type="checkbox"/>	Administrative Operating Expenditures
<input type="checkbox"/>	General Support – Nothing Specific, All of Above, Various, etc.
<input type="checkbox"/>	Other, Please Specify